

HOLLIS ACADEMY
200 Goodrich Street
Greenville, South Carolina 29611

GRADES K-5 Elementary School

ENROLLMENT 677 Students

PRINCIPAL Megan D. Mitchell 864-241-3338

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	63	50	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Below Average	No

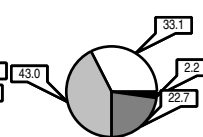
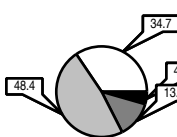
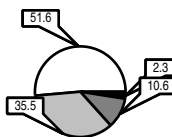
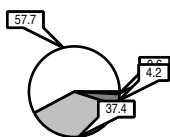
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	371	97.8	51.1	35.8	10.7	2.3	20.5	Yes	Yes
Gender									
Male	201	97.0	52.9	37.4	9.0	0.6	16.1		
Female	170	98.8	49.3	34.2	12.5	3.9	25.0		
Racial/Ethnic Group									
White	29	96.6	33.3	45.8	16.7	4.2	33.3	I/S	I/S
African-American	215	100.0	42.2	40.5	14.6	2.7	24.9	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	122	94.3	73.4	23.4	2.1	1.1	7.4	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	318	97.5	48.3	37.3	12.2	2.3	23.2		
Disabled	53	100.0	68.2	27.3	2.3	2.3	4.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	371	97.8	51.1	35.8	10.7	2.3	20.5		
English Proficiency									
Limited English Proficient	99	97.0	74.4	24.4	1.2	0.0	6.1	No	Yes
Non-Limited English Proficient	272	98.2	42.7	40.0	14.2	3.1	25.8		
Socio-Economic Status									
Subsidized meals	324	97.5	49.6	36.8	11.4	2.2	21.0	Yes	Yes
Full-pay meals	45	100.0	62.9	28.6	5.7	2.9	17.1		

Mathematics - State Performance Objective = 15.5%									
All Students	371	99.7	57.7	37.4	4.2	0.6	11.9	No	Yes
Gender									
Male	201	99.5	60.1	34.2	4.4	1.3	10.8		
Female	170	100.0	55.3	40.8	3.9	0.0	13.2		
Racial/Ethnic Group									
White	29	96.6	37.5	45.8	12.5	4.2	20.8	I/S	I/S
African-American	215	100.0	55.7	40.0	3.8	0.5	13.5	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	122	100.0	67.0	29.9	3.1	0.0	6.2	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	318	99.7	53.8	40.6	4.9	0.8	13.2		
Disabled	53	100.0	81.8	18.2	0.0	0.0	4.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	371	99.7	57.7	37.4	4.2	0.6	11.9		
English Proficiency									
Limited English Proficient	99	100.0	67.9	29.8	2.4	0.0	6.0	No	Yes
Non-Limited English Proficient	272	99.6	54.0	40.3	4.9	0.9	14.2		
Socio-Economic Status									
Subsidized meals	324	99.7	56.7	38.5	4.4	0.4	12.4	No	Yes
Full-pay meals	45	100.0	65.7	28.6	2.9	2.9	8.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	126	97.6	62.6	30.3	7.1	N/A	7.1
	Grade 4	128	100.0	64.8	31.5	2.8	0.9	3.7
	Grade 5	144	98.6	69.2	26.5	4.3	N/A	4.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	98.3	45.7	31.4	18.1	4.8	22.9
	Grade 4	135	99.3	56.9	34.1	8.9	N/A	8.9
	Grade 5	121	95.9	57.9	37.4	2.8	1.9	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	126	100.0	46.0	53.0	1.0	N/A	1.0
	Grade 4	128	100.0	52.8	37.0	4.6	5.6	10.2
	Grade 5	144	100.0	61.9	33.9	3.4	0.8	4.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	99.1	47.2	46.2	6.6	N/A	6.6
	Grade 4	135	100.0	63.7	33.1	2.4	0.8	3.2
	Grade 5	121	100.0	67.0	28.6	3.6	0.9	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 677)				
First graders who attended full-day kindergarten	51.2%	N/C	100.0%	100.0%
Retention rate	1.3%	Down from 2.1%	3.6%	2.7%
Attendance rate	95.4%	Down from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%		5.6%	3.5%
Eligible for gifted and talented	2.2%	Down from 3.4%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	Down from 7.8%	8.0%	8.2%
Older than usual for grade	1.3%	Down from 1.7%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	34.5%	Up from 26.3%	48.5%	51.4%
Continuing contract teachers	83.6%	Up from 78.9%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	2.2%		3.3%	0.0%
Teachers returning from previous year	84.7%	Up from 83.1%	82.9%	86.7%
Teacher attendance rate	94.9%	Down from 98.2%	94.7%	94.9%
Average teacher salary	\$35,782	Up 3.3%	\$39,494	\$40,760
Prof. development days/teacher	13.9 days	N/R	13.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 14.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 93.4%	88.9%	90.0%
Dollars spent per pupil*	\$6,885	Down 0.3%	\$6,912	\$6,044
Percent of expenditures for teacher salaries*	63.9%	Up from 63.8%	63.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hollis Academy has established five significant goals focused on raising student achievement. These include (1) improving student test scores, (2) improving school climate, (3) creating and supporting positive partnerships between the school and business communities, (4) improving student attendance and (5) increasing opportunities for parental involvement. The student population is approximately 580 students of primarily African-American descent. Recently, our population and composition has changed dramatically. This is due to our ESOL students returning to their home-base schools. We are no longer as culturally diverse as in past years. The free and reduced lunch status of our population is 93+%. Many of our students live in single parent households or are being raised by extended family.

In the past five years there have been several accomplishments and improvements, which include increased student attendance, teacher retention and also implementation of curriculum programs that have resulted in an increase in student literacy. We have also formed additional partnerships with neighboring high schools that serve as mentors and tutors, Junior Achievement, churches, G E Elfuns, and the YMCA Judson Community Center. Parents are attending more school-wide programs and we have seen an increase in parent volunteers. We house over 300 students in after-school tutoring programs. This additional academic time has resulted in incremental test score gains over the past four years. Due to NCLB and AYP, we now must test over 120 ESOL non-English speaking students, as well as 50+ special education students.

During this past testing year, our absolute and improvement rating digressed. Root causes have been identified through the use of classroom observation, parent participation, and teacher, student, and parent surveys. The first key root cause of achievement gaps involves faculty and staff mobility. We analyzed that over the past seven years, since the reconstitution of Hollis Elementary School, there is a high mobility rate amongst faculty and staff. Although teachers may leave for various reasons, the lack of continuity causes a gap to occur in staff development training, a keen sense of curriculum and school processes and ultimately, less of an ability to analyze and track student performance per teacher. In the past two years, we have been able to retain more of our teachers. Consistent faculty helps to secure commitment and consistency of our Comprehensive School Reform grant effort.

There are several programs and ways for parents to communicate with the school. For example, each teacher sends a weekly update, a school web page is kept up to date, and each nine weeks a newsletter is sent home. We also feature activities and events in the "City People" section of the Greenville News. Although we have improved in parent participation, there is still more improvement to be made. On an average PTA night, we can expect at least 200+ parents. We continue to offer opportunities for parents to participate and look forward to continuing to build a strong relationship between the parents, teachers, students and community.

SIC Chair: Mr. Cramer

Principal: Ms. Megan D. Mitchell

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	50	36
Percent satisfied with learning environment	84.9%	90.0%	94.1%
Percent satisfied with social and physical environment	88.9%	88.0%	79.4%
Percent satisfied with home-school relations	52.6%	86.0%	69.7%

*Only students at the highest elementary school grade level at this school and their parents were included.